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# Wellesley College News

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WELLESLEY, MASS., JUNE 9, 1927

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No. 31

## Wellesley Graduate '89 Faces Term In Prison

Miss Charlotte Anita Whitney, Wellesley 1889, is faced by a prison term of not less than one or more than fourteen years on the charge of violation of the California Syndicalism Law in 1919. The United States Supreme Court on May 16 upheld the constitutionality of the law, and, in consequence, Miss Whitney must go to prison unless she is pardoned by Governor Young. She will not ask for a pardon, however, for she says, "I have done nothing to be pardoned for."

"The California syndicalism law, as its various chief provisions are briefly paraphrased by the Federal Supreme Court," according to the *Literary Digest* for May 28, "makes it a crime knowingly to be or to become a member of, or to assist in organizing an association to advocate, teach, or aid and abet the commission of crimes or unlawful acts of force, violence or terrorism as a means of accomplishing industrial or political changes." Miss Whitney was arrested in November, 1919, on charge of violating this law through her conspicuous affiliation with the California branch of the Communist Labor party. She was convicted in February, 1920, even though she contended that she was opposed to a program of violence, partly because of her continued membership after the State party had accepted the radical program of the national organization. The case was appealed, and in 1925 the Federal Supreme Court refused to consider the case on the ground of lack of jurisdiction. But it was again brought before the Court after the point of violation of the Fourteenth Amendment was raised. This amendment provides that no State can "deprive any person of life, liberty or property without due process of law nor deny to any person . . . the equal protection of the laws." The Court ruled only on the constitutionality of the Syndicalism law, and held unanimously that it did not contravene either the "due process" or the "equal protection" clause of the amendment. Mr. Justice Holmes and Mr. (Continued on Page 2, Col. 2)

## MISS DENNIS MADE DIRECTOR FOR STUDY GROUP IN FRANCE

Miss Dorothy W. Dennis, Assistant Professor of French at Wellesley College, has been appointed Assistant Director of the University of Delaware Foreign Study group in France and Head Counsellor for Women Students. She has been granted a year's leave of absence from Wellesley College and will sail from New York on July 16 on the *Caronis* to begin her new duties.

The University of Delaware Foreign Study group is under the supervision of Professor Raymond W. Kirkbride. Begun in 1922, it comprises "juniors in France" from a large number of colleges and universities including Wellesley, Vassar, Mt. Holyoke, Dartmouth, Cornell, Columbia, Syracuse, and Boston University. It provides one year's supervised study abroad during junior year in college. Students live singly in private French families and pledge themselves to "use the French language only as their means of communication and to avoid those who do not." From August to November students have intensive language drill at the University of Nancy. This includes a private tutoring lesson for each student every day and required attendance at classes. From November 1 to the next July students study in Paris and the Ecole Libre des Sciences Politiques. System of instruction—lecture supplemented by tutorial. Students must complete successfully work at Nancy in order to be permitted to enter courses in Paris.

Interesting feature of program of (Continued on Page 5, Col. 5)

## THE COLLEGE ATTENDS A RUSSIAN FESTIVITY

Traditional Presentation Of The Spade Is Skillfully Included In Tree Day Pageant

'30 REACHES TREE BEFORE '29

The rainy season had not yet reached Russia when Tree Day, 1927, was ushered in. After the entrance of the classes and the singing of the Tree Day song and Alma Mater, Katharine Graves, senior president, made the address of welcome, officially opening the festivities, at the fair of Nizhni Novgorod, somewhere in Russia.

Unofficially, the fair was opened by a lively group of Buffoons, who drew aside the curtains of a side-show, that the peasantry might watch the puppets dance out the story of the unfortunate love of Petroushka for his Maid, who was lured away by a fascinating Moor. While the peasants, gaily clad and high-spirited, were in the midst of a dance, the arrival of the Lady of the Manor, the Senior Tree Day Mistress, Silvia Blair, was announced. A peasant girl, the Freshman Tree Day Mistress, Mildred Kenyon, presented an offering from the village folk; then, the Buffoons relieved the sudden constraint with a merry dance. A band of Gypsies, peasant girls, and fierce, fascinating Cossacks, contributed much to the zest and spirit of the festivities. The dancing contest among the maidens of the village resulted both in the selection of the maiden to whom the page presented the award, the Spade, and in a wild dash to the Tree, a thriving maple near Severance. Here a good many Freshmen had already gathered when the first breathless sophomore arrived. Amid songs and mutual cheering, the classes disbanded.

### Dancing Artistic

To the committee on plans and particularly to Eloise Wilson, '28, who designed the costumes, belongs a great deal of credit for a colorful and atmospheric performance. Seen from a vantage point on Tower Hill, the effect was one of perfect harmony of color and line. The costumes of the villagers were perhaps the brightest and most colorful, while those of the Cossacks and Buffoons made the more spectacular picture.

Without exception, the dancing had all of the carnival spirit and artistic finesse that could have been desired. The buffoons made merry on the green, marching off in perfect imitation of a brass band. The Wanyka-Tanyka, or music-box, was gracefully and delicately danced, while the Cossacks in a dashing whip-dance, the gypsies and the maidens showed great skill and ability. The outstanding performance was that of Margot Krolk, '29, leader of the gypsy band. She danced with fire and intensity, letting her mood carry her through a maze of intricate steps. The Dagger Dance of the Cossack leader, Norma Holzman, '30, was extremely well done, but, being the more customary and conventional, held less interest and lacked originality. The Receiver of the Spade, Louise Schmidt, '30, gave a graceful and charming performance. (Continued on Page 5, Col. 5)

## SELL YOUR OLD BOOKS

HATHAWAY HOUSE will buy used books in good condition if they are presented on the following dates:—

JUNE 10, 11, 15, 16.

The bookshop will pay one half the list price for books in good condition that are to be required next year. The prices paid for other books will be determined by the market for such books elsewhere.

Geraldine Gordon, Manager.

## COMING EVENTS

### Commencement — 1927

Friday, June 17

June Play. Tupelo Point at 6:30 P. M. The Barnswallows Association will present the Electra of Euripedes.

Saturday, June 18

Houses open to alumnae at 11 A. M. Mary Hemmings Alumnae Association Annual Meeting and Luncheon. Societies will hold Annual Meetings and Luncheons.

Garden Party, Durant Lawn at 3 P. M. with Dances at 4 P. M. Tickets may be purchased at the Gate.

Class Reunion Suppers.

June Play. As above. Second performance.

Sunday, June 19

Baccalaureate Service. 11:00 A. M. Houghton Memorial Chapel. Sermon by Rev. Harry Emerson Fosdick. (Admission by ticket only)

An Hour of Music. 4:00 P. M. Houghton Memorial Chapel. (No tickets necessary)

Vesper Service. 7:30 P. M. Houghton Memorial Chapel. (Admission by ticket only)

Monday, June 20

Class Meetings. 9:00—12:00 A. M. Luncheon will be provided in Tower Court for those coming for Monday's events.

Alumnae Procession will form on Norumbega Hill at 1:30. After being reviewed, alumnae will proceed to Alumnae Hall for the Annual Meeting of the Wellesley Alumnae Association.

President's Reception at 8:00 at Tower Court for Alumnae, Seniors, and their guests.

Tuesday, June 21

Commencement Procession forming at 10:30 on Norumbega Hill. (Caps and gowns must be worn)

Commencement Exercises. Address by Michael I. Pupin, Professor, Electro Mechanics in Columbia University. Admission by ticket only. No tickets are necessary for those in the procession, but it is not expected that there will be seats for any class after 1902.

Trustee-Alumnae Luncheon. Tickets must be ordered in advance.

Wellesley Students' Aid Society will hold its annual meeting at 4:00 in Room 24 Founders Hall.

Alumnae Assembly at 7:30 in Alumnae Hall.

Class singing about 10:30 at Chapel Steps.

## PRIZE IN NATIONAL SPANISH CONTEST WON BY SOPHOMORE

Elizabeth Budish '29 is to be congratulated on winning a prize of \$25 for an original Spanish essay to be published in *La Prensa*, a daily newspaper of New York. A nation-wide contest was held last April under the auspices of *La Prensa*, and the American Association of Teachers of Spanish. Several prizes were offered in three groups, to High School students, college students, and post-graduates. This is the first year Wellesley has competed, and it is no small honor that one of her essays was awarded a prize among the thousands of entries from both men's and women's colleges throughout the country.

The subject of Miss Budish's essay was "El Baile Espanol", (Spanish dance) and it will be published in the near future. The contest required an original essay of not less than 1500 words, written by the student independently of any help. The subject had to be chosen from a list offered by *La Prensa*. The competition was open to any student, but the Wellesley Spanish Department called it to the attention of only those students who had had at least three years of the language. Four Wellesley students competed.

## Destructive Teaching Forcefully Criticized

*Heresy and the College* by Harriet Lyon, '26, appears in the June 11 issue of *The Independent*. The article is a keen, level-headed criticism of college in answer to the question, "Why is it that a college education seems to upset, rather than build up the moral responsibility of our young men and women?" and has won from the editors of *The Independent* the following comment: "This writer, now just a season away from a large Eastern women's college where she had attained a vantage position for receiving and analyzing the attitude of her fellows, gives at least one important answer with refreshing authority."

"Disillusioned and bored, unable to see life except as a succession of unprofitable days,—this is the *leit-motif* that occurs again and again in the cases of student suicide, lately so numerous and so tragically unnecessary. From pulpit, editorial office, college rostrum, and in innumerable homes, the question is being asked, 'Why?' And the answer is unfortunately still in doubt," begins the article. Miss Lyon proceeds to draw an analogy between present day America and France a century ago. A profound depression had gripped her youth and had been the cause of great moral laxity and much suicide. The writers of the age called it *le mal du siecle*. Miss Lyon analyzes it as the despair of a youth sick at the "blunders of the past with no wisdom to turn to but the old wisdom that made the blunders in the first place." In modern times new factors have added the terms, "philosophy of life," "theory of existence," "materialistic concepts" to the pitiful notes left for parents to read. Where is the flaw in college education?

According to the writer, "serious criticism may be aimed at the encouragement given to heresy." By heresy she does not mean attacks on established churches or institutions but heresy against the past.

"The majority of students arrive at college with a certain amount of inconvenient baggage in the way of tradition, religious doctrine, and a casual philosophy that is unexpressed and accepts life as it appears to be. Inconvenient, that is, to the instructor. This student, who is very young,—the number of those who enter when barely seventeen is increasing,—is set to study philosophy, to attack the Bible with a doubt for every word, to dissect the New Testament with a keen eye for biological probabilities. The student learns in the course of four years that the whale didn't swallow Jonah, that the Bible is a record of questionable value, and that God himself can be ar— (Continued on Page 2, Col. 1)

## FORMER FRENCH INSTRUCTOR IS AWARDED SORBONNE HONOR

Miss Marjorie Louise Henry, formerly of the French Department, obtained her doctor's degree from the Sorbonne last month, and was awarded a "mention tres honorable" for her thesis, the highest honor obtainable. The Paris edition of the *New York Herald*, *Le Figaro*, *Le Matin*, *L'Intransigeant*, and other French papers contain articles in praise of Miss Henry, the *Paris Times* devoting a column to her as "The Woman of the Day", Captain Lindbergh being "The Man of the Day."

Miss Henry's book, "Stuart Merrill, Contribution d'un Americain au symbolisme Francaise" will be translated into English next winter.

A graduate of Smith College, Miss Henry holds the degree of M.A. from Radcliffe College.

## '28 WINS CUP AGAIN; PASSES '27 BY HALF BOAT

Pageant Of Floats Includes All Legends Of The Sea From The Vikings To The "Cotton Barge"

P. HOLT WINS INDIVIDUAL CUP

Wellesley gathered on the shores of Lake Waban last Friday night to cheer another set of crews as they raced into the sunset, and to watch another pageant, this year picturing Songs of the Sea, pass across the water. And once more Float Night proved itself to be a grand climax to our most spectacular sport, as well as a festivity that ranks with Tree Day and May Day. Lake Waban was a gracious hostess to Wellesley, and the many guests clustered on the banks; she allowed no wind to stir her. At first the thinnest gauze of clouds spread over the sky, but they were soon brushed away to show a white crescent moon above the oak trees.

The Second Crews rowed up the lake for form, and then shot down again with the junior boat keeping a lead that '29 narrowed to half a length but could not break. According to expectations that were current in the most authentic rowing circles, '29 was the favorite for this race, and the outcome was, therefore, a surprise. The First Crews were greeted enthusiastically and escorted to the starting point by the motor-boat containing the judges. As they waited, the blades dipping in and out of the water with quick jerks, the sun broke through the last of the clouds sending long rays like a bright yellow spotlight to honor them. The crowd was suddenly still. Unnoticed by most, a large heron flapped across the distant end of the lake, to be followed a moment later by a kingfisher, startled into flight by the shouts of the four classes as they urged on the boats—now four streaks of action. Weeks of training, call-outs, and all the agonies of practice were focussed in those swift minutes. But without the labor of the past weeks the three upper classes could never have given each other so close a fight. The col— (Continued on Page 3, Col. 2)

## SHAKESPEARE THEATRE NEEDS CONTRIBUTIONS OF COLLEGES

All the English-speaking world is being asked to cooperate in raising a fund for building a new theatre at Stratford-upon-Avon to replace the Shakespeare Memorial Theatre destroyed there last year by fire. Special appeal is addressed to colleges, and under the chairmanship of Professor George Pierce Baker of Yale, progress has already been made in securing pledges towards the \$1,000,000 which it is hoped America will contribute.

Wellesley will begin in the autumn a campaign to raise \$1,000 (or more). Any member of the college and particularly any member of the Senior class who desires to contribute is asked to give or to send her contribution to Miss Shackford, 7 Midland Road, or to Miss Margaret McCarty, President of Barnswallows, 108 Dower House. Also, a box has been placed in the English Room of the College Library, at the left of the door, where contributions may be deposited. Miss McCarty has on exhibition and for sale copies of the Shakespeare Book Plate (\$1.00 each), sold as one means of helping to secure the desired sum.

The Memorial Theatre had been enriched by thousands of valuable books, pictures and antiques. While library and museum were fortunately saved, only the bare scarred walls remained of the theatre that had become the world wide center of Shakespeare. (Continued on Page 3, Column 1)



## FRANCISCAN FRIAR DISCUSSES CATHOLIC CHURCH AND MYSTIC

On Tuesday, May 31, Father Dunstan Dobbins, a member of the Capuehin Branch of the Franciscan order, lectured on *The Catholic Church and Mysticism*. Father Dobbins, an Oxford student, an eminent Franciscan, and well qualified to speak on such a subject, explained very concretely the attitude of the Catholic Church toward mysticism.

Much of the adverse criticism of the Church, he said, has resulted through an abuse of the term mysticism. At present its meaning is all-embracing. The word itself is misleading. Father Dobbins suggested "secret and inevitable" as more correctly defining that religious experience usually called mystic. Again, confusion arises in attempting to understand a mystic, since with the usual reticence of fine souls he cannot tell just what has happened.

"Our own St. Francis, perhaps the greatest mystic of all times," said the Franciscan brother, "was unwilling to divulge his own experiences." The lecturer explained that in speaking of mysticism he was of course ruling out everything in the nature of quack clairvoyance. Rufus Jones had perhaps defined it well when he claimed that the result of mysticism was a conscious and direct contact of the soul with transcendental reality. Father Dobbins himself spoke of it as the conscious union of the soul with God, all of us believing more or less in the unconscious union with the Creator.

History has led people astray in the stories of the Church's persecution of the mystic, especially of such as St. John, "l'enfant terrible of the Catholic Church." The troubles have always been purely domestic. Members of the great church whose power is centralized in Rome, are always free to contemplate mysticism. It is only when, returning from such contemplation, they attempt to propagate new doctrines, that the Church interferes. And while the Church recognizes such great mystics as John Wesley and the present leader of the Friends, Rufus Jones, she regards them as explorers. Believing as she does in her divine ordination by Christ, the Church cannot possibly take part in a world religious movement, cannot surrender her doctrines. Admitting the primary postulate, she must uphold the traditions that have made her great, she cannot acknowledge other mystics, other teachings which clash with those teachings given her by Christ. In closing, the friar lecturer said that the Church was grateful for the present interest in mysticism which has led to the popularization and investigation of the ancient saints.

## DESTRUCTIVE TEACHING FORCEFULLY CRITICIZED

(Continued from Page 1, Col. 4)

gued away with an ease that renders refutation rather ridiculous.

"The student is taught these things, not always in so many words, but in a more insidious way: by giving for example, the text of the story of Jonah and the whale, and at the same time with an air of fairness, pointing out all the reasons why it is in all probability a myth. Please note that reasons why it was ever accepted and the authority behind it are never mentioned. The story of the Resurrection is not denied, but so many plausible explanations are given which ignore the miraculous that the student who clings to the bare words is looked upon by fellow students as narrow and rather superstitious. The materialistic conception of the universe is not taught alone; it is sandwiched in between two theistic systems that complete the effect of the first by making such a halting piece of work in trying to arrive at a reasonable explanation of God that the simplicity of denial is infinitely more convincing."

The writer emphasizes that she is not accusing college instructors of deliberately intending to instill the germs of atheism but in their anxiety to present all sides of a question, of over-stressing the one with which the student is least familiar, and of failing to realize that an eighteen-year-old mind

is not competent to weigh in the balance three undigested systems of philosophy. Materialism being the easiest to grasp is accepted.

"But," the writer continues,

"It may be argued that since the student is handicapped by such obsolete mental equipment the instructor is justified in removing it in the quickest possible way. The difficulty lies in the fact that the instructor is often too prone to state opinion for truth, to destroy an ancient dogma with a remark just as dogmatic, and not quite so old. The argument is offered that, if the student has any convictions to begin with, he, or she, will support them against such attacks and force the instructor to retract or explain. This is a hopeful theory, but does not compliment the understanding of the theorist. What eighteen-year-old student—I speak not of the few who have been brought up to think—but of the mass who have not,—is prepared with such a concrete and concise case as the instructor? Religion, for example, is generally a matter of growth and inheritance. It would be almost as reasonable to expect a freshman or a sophomore to explain why he is a blond instead of a brunette, as why he is a Congregationalist rather than a Presbyterian."

But once the magic words, research—scientific fact, have unlocked knowledge to the student—he looks upon the past with mild contempt and goes home full of wisdom to talk religion with his family. Most young people, according to Miss Lyon, quickly learn that certain subjects cannot be opened at home. That parents "don't understand." Without the past having explained itself, justified itself, youth keeps his contempt to himself and admires the smart destructive criticism of Mencklen. The past is narrow dogmatism, the present the futility of Materialism,—and the young student kills himself.

In conclusion Miss Lyon touches briefly upon one more problem,

"Why is it so frequently stated and so meekly accepted that modern science and religion are incompatible?" To see the difficulties, she feels is inevitable, but to allow students to fall into mental impotence, to assume that because certain dogmas are irreconcilable religion is intellectually dead, is what Miss Lyon calls "intellectual cowardice." "How much of modern thought will be respected two centuries from now?" She concludes with the statement that "it is difficult to tell. Certainly too little to make it the keynote of an education that despises the past, mocks at the ancient wisdom of the world, and commits suicide."

## WELLESLEY GRADUATE '89 FACES TERM IN PRISON

(Continued from Page 1, Col. 1)

Justice Brandeis, the two most liberal members of the Court, concurred in the decision, but expressed regret that it was not possible for the Court to pass upon the question whether Miss Whitney's actions had in reality violated the state statute.

The *New Republic* comments on the case: "The decision of the Supreme Court is, doubtless, good law; but, obviously, it sanctions a poor public policy. The California Syndicalism Law was one of the worst fruits of war-time hysteria." Newspapers have expressed various opinions in regard to the law; a number consider it an infringement upon the right of free speech, and feel that it should be repealed. Mr. Justice Brandeis made an interesting statement apropos of this question: "To justify suppression of free speech there must be reasonable ground to fear that serious evil will result if free speech is practiced. In order to support a finding of clear and present danger, it must be shown either that immediate serious violence was to be expected or was advocated, or that the past conduct furnished reason to believe that such advocacy was then contemplated. . . . I am unable to assent to the suggestion in the opinion of the Court that assembling with a political party formed to advocate the desirability of a proletarian revolution by mass action at some date necessarily far in the future is not a right within the protection of the Fourteenth Amendment."

## Press Favors Pardon

The California law and the decision of the Supreme Court have been upheld as well as condemned, especially by the press of that state. The decision, according to one view, is "a great victory for good government and public security in this State, and throughout the Union", and instead of infringing upon popular liberty, "says the *Providence Journal*, it "enlarges the liberty of the vast majority of citizens because it frees them from the menace of terrorism imposed by the syndicalists". The advocates of the law, however, are practically unanimous in expressing the hope that executive clemency will be shown to Miss Whitney. "Governor Young should pardon Anita Whitney before she is compelled to spend even one day in prison", says a San Francisco daily, *The Call*. "She has done nothing but good, has never harmed an individual, has never done any harm to the State which now imposes prison upon her."

## EASTERN COLLEGES ARE MORE INTELLECTUAL THAN WESTERN

William Allen White, writing a special article for the *Boston Transcript* says:

"The Eastern restricted college role produces a mature student who has a certain amount of intellectual interest, and is not absorbed completely by athletics and girls, as is his Western brother," said Mr. White. When he was asked whether he thought the conservatism of the East had anything to do with the difference, he replied that he doubted whether the East was any more conservative.

## LOST BICYCLE

One good red tire, one old gray one; basket; new lamp; half of bell gone; one good black cap for handle bar, the other broken off.

This bicycle disappeared from the roadside by the new Botany building, the week end of May 14. Will the finder please return to Beulah Ennis, Botany Department.

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## TREE DAY EXHIBITION MATCH WON BY GLENNA COLLETT

The exhibition match between Miss Glenna Collett and Miss Helen Payson on Tree Day had an ever increasing and appreciative gallery. Miss Collett was the winner, leading 2 up in the first round and 5 up in the second. The individual scores were:

	Out	In	Total
Miss Collett .....	34	36	70
Miss Payson .....	36	41	77

Up to the ninth hole Miss Collett's score was never over four. Miss Payson made an outstanding drive on the ninth hole, going as far as the club house. Miss Collett made an equally excellent drive on the fourth hole stopping at the top of the hill (within a worm's-eye-view of the cup). On this same hole Miss Payson sunk a putt from off the green.

The gallery strung out, a colorful line; white skirts and multi-colored blazers gave way continually before the russet figure of Miss Payson and the sand-colored one of Miss Collett. There seemed a general movement in favor of adopting the traps as the best vantage points. Even the balls seemed to sense a deeper interest in the traps and ventured in quite often! This was unfortunate, for Miss Collett, when she saw that Ellen Bartlett was going to caddy for her, had taken five irons from her bag leaving them behind. This amused those who had seen Ellen in her strongest moments.

The driving was generally superior to the other strokes. Miss Payson repeatedly over-drove her approach shots. The putting of both Miss Collett and Miss Payson was uneven. Miss Collett had an amusing drive on the sixth hole. She drove a wide, high ball that seemed doomed to the rough. When it hit a tree, glancing off and on to the green she smiled a smile not unlike that which the mother of the ugly duckling must have smiled when her duck came home a beauty.

As soon as the match was finished, the russet and sand were surrounded and lost. Batteries of amateur photographers caught the final moment and smiling protests of both contestants. So this first exhibition match will continue to be exhibited; which will preferably not curtail further exhibitions.

## SHAKESPEARE THEATRE NEEDS CONTRIBUTIONS OF COLLEGES

(Continued from Page 1, Column 5)

"A few days after the fire, the Right Hon. Stanley Baldwin, Prime Minister, the Right Hon. J. Ramsay MacDonald, leader of the Labor Party, the Earl of Oxford and Asquith, and Mr. Thomas Hardy, Dean of Contemporary Literature, made an appeal to English-speaking people everywhere to build on the ashes of the old, a new Shakespearean Memorial. The American Shakespeare Foundation has been formed to cooperate with the British Committee of which King George is Patron and Viscount Burnham President, to assist in perpetuating the memory and preserving the traditions of Shakespeare.

"After intensive study, a program has been formulated to assure the proper re-creation of the Memorial. The cornerstone of this program is, necessarily, the provision of funds which will enable Stratford adequately to carry out that program. The best and truest way possible to honor Shakespeare, the Committee believes, is to present his plays publicly on the stage. And so the program calls first for the building of a theatre, of 1,000 seats, on an enlargement of the old site on the banks of the Avon, and for its endowment, so that the dramas of Shakespeare may ever be kept fresh and living.

"It is the annual performance of the poet's plays that will make the memorial a living one. The erection of the theatre will provide the necessary setting, but it is the endowment of performances and acting companies that will give that setting life. Here lies the heart of the whole project."

## '28 WINS CUP AGAIN; PASSES '27 BY HALF BOAT

(Continued from Page 1, Col. 5)

lege expected the seniors to lead easily, and was thrilled to see '28 and '29 keeping along steadily with the yellow banner. Then the junior crew massed its strength at the end to bring '28's red flag streaming bravely across the finish-line, barely ahead of '27 and '29. '30, as is becoming the youngest, came up a modest length behind. With a show of skill and good management that was evident throughout Float Night this season, the coxswains brought their boats together to form the W, and the singing of the class crew songs was answered by the crews with oars raised. 1930's crew boat was then solemnly christened Kuata (Lightening) which revives the custom of choosing an Indian name, abandoned by '29 last year, when the freshmen boat, was called "Blue Streak."

The canoes drifted in close to shore to wait for the floats, and the crowd watched the end of Tupelo. The unexpected appearance of a Viking Ship in the middle of the lake was, therefore, one of the most impressive moments in the evening. The prow, with two stern Norsemen scanning the course ahead, moved slowly toward the shore while appropriate music by Grieg was played. The other floats rounded the point as has been the custom previously. Cleopatra's barge was a bit too full of slave maidens, which detracted from the importance of the central figure. Somehow this float needed a little more of Nile weather than New England had to offer. The next float showed both originality and artistic handling. Ulysses, in a rowboat, sought to elude the Sirens who lured him from another boat ten feet or so away. A flood of soft green light was played upon the wavy material against which the treacherous maidens posed most gracefully, and one caught well the feeling of mystical power with which they tried to seduce the mariner.

The Three Queens Mourning for Arthur seemed less satisfying. The dying king was obscured by the scenic arrangements, so that it was difficult to locate him at first. The three queens were well-posed, however, and the beauty of their long hair made many grateful that all locks are not closely clipped. To the familiar strains of Wagner's music, Lohengrin rode in his swan boat, and proved to be particularly popular with the audience which no doubt imagined the fair Elsa he was coming to champion. Captain Kidd was a delight to all small brothers present, and no one failed to appreciate the remarkable coconut palm under which the pirates hoarded their treasure. The singing of a negro spiritual heralded the Cotton Barge. Although this float was probably easier to plan than some of the others, full use was made of significant details including the slices of watermelon. Plans for the Phantom Ship suffered a slump unfortunately; a phosphorescent glow was to have made this the surprise boat, but the paint refused to dry. Even so, the flabby sail and broken

spars did give the impression of an aimless, deserted craft.

A fitting last float was Lullaby, done with exquisite taste. Lulled by the Slumber Song a child fished for stars from the curve of the crescent moon. Tiny electric light bulbs were twinkly stars, and balloons massed together made the silver moon float as if by some ethereal magic. One remembered Wynken, Blynken and Nod and half expected them to come sailing by in the wooden shoe.

The quiet of the moment was ended by fireworks rocketing up over the lake, and Float Night ended in a shower of colored lights.

To the "Deus ex Machina," Katherine Carman '27, Acting Chairman, more than mere acknowledgement should be given. The arrangements were unusually efficient and the entire program went off smoothly.

The exact scores in both crew competitions are given below and include form and speed.

First Crews	
'27 .....	73
'28 .....	92
'29 .....	53
'30 .....	45
Second Crews	
'27 .....	52½
'28 .....	81
'29 .....	49½
'30 .....	37

Phyllis Holt '27 was awarded the Individual Crew Cup while the Class Cup went to 1928. Ellen Bartlett '27 was announced to be the winner of the Golf tournament, and Gertrude Herrick '27 is tennis champion.

W's were awarded to:

(Continued on Page 4, Col. 4)

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## WELLESLEY COLLEGE NEWS

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## FROM THE GROUND UP

The curriculum report, same as it is, is a bit complicated. This is not the fault of the committee. It was felt that Reading and Speaking, a corrective measure, could not be abolished; it was felt that English Composition was necessary, and that two foreign languages should be at least partially mastered by every student. These requirements, which persist outside the group system, and destroy the possibilities of simplicity, are necessary because of no fault of the college. A clue to this fault is found in the article by Harriet Lyon, when she speaks of the evils that attend abandonment of old beliefs. Evidently we must spend a large proportion of our time correcting the mistakes of our earlier education. Our religious education has been wrong, for the most part; we speak and write incorrectly; we are without the elementary knowledge of language which we need to pursue so many fields of learning. The colleges are doing rather well with what they have. To educate hundreds of girls of seventeen, who are without proper elementary training, is a difficult task. To have reached the age at which most people enter college without knowing the correct usage of one's own language or being familiar with any other, is a serious handicap in higher education. It is also a serious crime of lower education. A majority of the time in our twelve years of primary education could be better spent. With life so short and the field of learning so vast, it is wicked to pass twelve years as they are passed in American grade and high schools. A background of historical fact, fluency in at least one other language, and correctness in speaking and writing English are not too much to ask, and can be instilled much more easily in a young, fresh, mind than in one which has passed the age when memorizing is easy, and has learned a great many things wrong.

This proposition of reform is not a new one, but might well be worthy of the efforts of seniors going forth now to help the cause of education.

## THE DEATH OF THE FRENCH TOUR

We dislike post mortems. And if there are to be post mortems for tours that did not "go over" we ought to put out a special number of obsequies. But the death of the French tour seems especially deserving of comment. It means that the students all over France who had planned entertainment for Wellesley this summer, had to be informed that fourteen girls were not to be found in Wellesley anxious to accept their hospitality. It means that the National Student Federation, so eager in accepting opportunities for contact between students of different countries, was mistaken in Wellesley. But most sad, it means that fourteen girls missed their chance to become acquainted with France and Switzerland and Belgium and England from the inside, meeting its people and sight-seeing from another-than-tourist point of view. The reasons for failure are two-fold. It is difficult to rouse Wellesley, which is

lacking in general assembly and which has been so exploited in the matter of tours (there were fifty-seven on foot this year) that it dislikes the name. It is also true that Wellesley tends less at the present time toward French sympathies than toward German. Last year's tourists were enthusiastic propagandists,—but their enthusiasm was all for Germany, where they spent a large part of the summer. Tastes in places, just now, except for Paris, eternally popular, favor the Northern and the Mediterranean countries. The tour which Wellesley could not swing had been requested by many colleges. It had been given to Wellesley because we had a German tour last year, and the whole purpose of the tours would be defeated if colleges were allowed to develop preferences. We live in a period of reaction to the anti-German pro-French propaganda of wartime. But are we not just as far from internationalism if we swing to the other extreme?

Several Wellesley girls are taking advantage of other N. S. F. A. tours. Next year we will undoubtedly be given another opportunity to accept student hospitality abroad. Be thinking now if you can afford to let it go.

## FOR SUMMER THINKING

It seems positively cruel to be nasty this week of weeks in all the year. Just today we may be justified in allowing ourselves to be hurt when we are told that the college campus resembles nothing so much as a summer mountain or seashore resort with its aspect of idleness, our arduous studies a vacation's amusement which might be a pleasurable two week's break but which appears odious as a nine weeks' diet. But, surely, it is only for this week and the corresponding one in January that we are wrongly accused and this appeal of a middle-aged, conservative father (in the May Atlantic) to our thinking minds should not leave us thoughtless.

Just because there are 600,000 of us, a great percentage of the "600,000 pairs of parents" are making sacrifices and working doubly that we may play. When we consider that 40 hours a week of work is more than the maximum for most of us we are not surprised to have our non-productive existence considered a life of "enforced idleness," the college "an expensive apparatus furnished to meet in a wasteful way the need of disposing of our over-supply of energy."

When we realize that the college bill for the nation is an annual \$2,000,000, 000 we think it natural to see the situation paralleled with the economic condition of Europe before the war, a Europe said to be driven into bankruptcy by its standing armies.

If culture is what we are here for it seems a strange idea that "anything approaching a general education can be crammed down in 4 years, certified by an A. B. degree and enjoyed forever after without further effort." Mr. Rubinow considers this the greatest impediment to the growth of the American college.

Our education, on the other hand, seems to delay entry into life's work, to establish the habit of excessive leisure, to lead to greater confusion as far as the personal problems of the students are concerned, to raise false hopes of success in our adolescent minds, hopes that lead to daydreaming.

The author suggests the abolishing of the A. B. degree, the "symbol of veneration for idleness masquerading as intelligent leisure." He suggests that we metamorphose into serious seekers for knowledge, part-time students finding "in the college hall a refreshing change and relief from the daily grind."

Don't we feel like going out into the middle of the "Doughnut" and eating worms? But isn't Mr. Rubinow right?

## Free Press Column

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 10 A. M. on Sunday.

## "TO THE GREEKS, FOOLISHNESS"

To the Wellesley College News:

I am heartily ashamed of the childish Free Press appearing in the NEWS several weeks ago. I regard it as a revelation of the lingering puerility of some senior minds which still cannot discern the difference between a mountain and a molehill. I for one, moreover, relish the presence of faculty at our Academic Council. We do not reveal the secrets of the gods. The greatest danger to be apprehended is that the faculty take to heart our jests, making impossible after the lapse of a few years, any Academic Councils in the future. Such a prospect I do not consider to be of alarming proximity. Of what virtue or value are the Student-Faculty luncheons if we cannot enjoy together a harmless diversion at the expense of those who come to laugh at themselves?

1927.

## "SING FROM THE LAKE TO SHORE"

To the Wellesley College News:

Apocryphos of the very laudable innovations in float night—that of announcing the awards from a boat to the audience instead of from a stand to the lake, and that of enlivening the passing of floats with songs—I would make a suggestion that all the singing might be done from the lake. As it is now, conversation from canoes on the lake is much more audible to those on shore than the efforts of the cheering section on the bank at their feet. The suggestion, then, is that each class take out its cheering section in canoes. Five canoes with four people in each would be a great deal more effective than the fifty odd people that sing for each class on shore. Such a brigade of canoes would not only help the singing, but could add color to the performance by any festal embellishments such as lanterns and banjos or mandolins. Another point in its favor is that the girls in the canoe-chorus would feel more a part of the float night program, and (it is hoped) would be responsible for knowing the songs they were to sing. There is, of course, the objection that the canoes would get in the way of the racing, but they might be arranged far enough out to avoid that, and be paddled nearer to shore when the races were over. Most of the singing is done between the ends of the races and procession of floats.

I tender the suggestion with caution because it is so obvious that there is doubtless some very good reason to make it impracticable, or it would have been tried before.

1927.

## RELIQUES OF BARBARISM

To the Wellesley College News:

At the last class meeting of the class of 1927, it was voted by a three fifths

majority to wear formal collars, with caps and gowns at both Tree Day and Last Step Singing. The days of chokers seem to be numbered at last. Perhaps even 1928 (in a moment of extreme rashness) may be able to produce a majority of people who feel that high collars, after all, seem neither appropriate nor comfortable for such an event as Hoop Rolling. Then it will be only a matter of years before some class will become so highly observant as to be able to dispense with this choker abomination, as an anachronism in this day and generation. In the latter days of the 19th century when chokers were unquestioned accessories to the dress of the time, there was some justification in wearing them with caps and gowns. But now when modes of dress are more simple, it is ridiculous to imagine one is able to be dignified in a hybrid costume which adds to a faintly mediaeval base, strong reminiscences of the gay nineties, and a certain inerradicable hint of the present day. Of course, it is impossible when dressing up in a garb of the middle ages to suppress entirely the individuality of our own times. But why, pray, do the times of our mothers and grandmothers need to figure in the affair. And as to the oft repeated opinion that chokers make one look so dignified, how can one look dignified while one's jaw bones are being prodded in a most unusual manner, and one's collar is agape in the back because no variety of the standard instrument of torture can be made to fit one's anatomy. The primary requisite of dignity is ease.

If we are wearing the things as objects of mortification to prevent us from becoming over impressed with our own attainments, why not substitute barbed iron collars? While we mimic an older costume, let us at least attempt to preserve the atmosphere of it.

'27.

## COLLEGE GOVERNMENT

## IMPORTANT

So long as students are living in the college dormitories, they continue to be under the jurisdiction of College Government and must conform to the rules until they leave college. This includes the period from the end of examinations until June 22, when the college dormitories are closed.

Students are asked to cooperate in preventing the laxity in the observance of rules which is likely to occur at this time of year.

Martha H. Biehle.  
Frances Hamilton.

'28 WINS CUP AGAIN;  
PASSES '27 BY HALF BOAT

(Continued from Page 3, Col. 3)

'27

Clarke, H.	
Hall, L.	'28
Holt, P.	Attwill, H.
Neal, M.	Catlett, F.
Reynolds, H.	Usher, C.

The announcements coming as they did from the motorboat with the aid of a mighty megaphone, were, for once, audible. The selection of first and second class oarsmen was not read, but is given below.

**First Class Oarsmen:** '27 Hall, Lane, Tracy, Neal, Holt, Clarke, Reynolds; '28 Woodward, Fowler, Attwill, Epler, Usher, Catlett; '29 Sturgis, Webb, Wheeler, Crosby, Flint; '30 Fisk, Heidingsfeld, Peck.

**Second Class Oarsmen:** '27 Erdmann, Broderick, Drake, Flagg, Campbell, Fairbanks, Jansen, McGillvrey; '28 Bush, Collins, Davis, Phillips, Hawley, Shaw, Owsley; '29 Badenoch, Angus, Scott, Hayward, Rockwood, Henniger, Klein, Markley, McCullough, Hamilton; '30 Gruver, Guimby, Pierce, Richardson, Stephens, Ripple, Brown, Dare, Goldschmidt, Bartoszek.

## FACULTY NOTES

Miss Small read Paul Henriue's *Trial of the Torch in English* to members of French 102 Monday evening, June 6. The class recently studied this play in the original.

Sixteen alumnae in Hartford gave a dinner for Professor Macdougall last Friday evening.



For all but the Fortunate Few—

Try this on the nearest Daisy:

(S)he'll flunk me, (s)he'll flunk me not.

If it doesn't come out right, try it 'till it does!

And for the Seniors who don't "run around the Table,"

Try this, in case you haven't already,

Rich man, Poor man,

Beggar man, Thief,

Doctor, Lawyer,

Merchant, Chief!

This offers a wide range of choice.

(Sincerely apologetic)

I think that I shall never see

A day as festive as is Tree

A day that shines and shines and shines,

A day with not a thing to do (?)

A holiday for me and you

To see a Match and then a Fete.

Days will exist always anyway

But only we can have Tree Day.

## Suggested Menu for the Senior Dinner

Appetizers	
Dates	Salary
Fruit Cocktail	
Fish (any poor one will do)	
Rolls	Butter
Honey	
Chicken à la King	
Dandy Lion Greens	Beets
Hearts of Lettuce	
Raspberry Crush	
Gingerbread Men	
Punch	Molasses Kisses

After the last class, one weary teacher was heard to remark, "I can understand it when the girls look at their watches in class, but it really does annoy me when they listen to them to see whether they've stopped."

## Impressions Of Tree Day

By One Who Has Never Been There.

Tree Day is lots of fun. Being a freshman, you arrive on Norumbega Hill at 2:00. Then, for an hour and a half, you are told to take off your coat, put on your coat, carry your coat, and leave your coat on a tree. You do. Then you march down the hill and the Pathé News man takes your picture. At least you hope you were in it, for what is the good of a Wellesley education if you don't appear in the Sunday papers and the movies at least once every year?

Then there is a pageant, in the description of which somebody will later inevitably say "colorful costumes." All of a sudden, a great many people step on you, and you try to run away from them. Everybody stops running after a while, and all the Freshmen and Sophomores ask each other, "Who got there first?", but nobody knows. They have a spade, but there is a tree that has really been planted already, if you can see it above (or below) the mob. It all seems rather hard on the tree. But Tree Day is lots of fun.

That Most Original of Subjects—  
Exams.

From Two Points of View.

I

Study, study, little mald.

How I wonder why you've played—

All the year in Boston spent.

Now's the time when you'll repent.

II

Study, study, happy grind.

How I wonder why you're blind—

You know all there is to know.

Then why do you worry so?



## DO YOU KNOW HOW LOVELY YOU ARE?

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COTY FACE POWDERS will show you how soft and fresh and clear your complexion can be. They are the finest powders that can be made—supreme in quality, with deep, clinging fragrance.

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Nine True Shades

## The Theater

COLONIAL—Criss Cross, with Fred Stone.  
COPELY—The Solitaire Man—an airplane comedy.  
PLYMOUTH—The Pirates of Penzance and Iolanthe.  
WILBUR—Listen Dearie.

### FOCUSSED ON THE SCREEN

Tom Mix and his wonder-horse Tony are coming Friday and Saturday nights to the Playhouse in the *Great K & A Train Robbery*. Tom goes through a whole repertoire of breath-taking escapades, and it is interesting to note that a great deal of this picture parallels the actor's own life when he was a Deputy-marshal in Oklahoma. The scene of this detective adventure is laid in Royal Gorge, California.

*Evening Clothes* is a welcome variation on the usual husband and wife in Paris theme and possesses a sense of humor. A French country gentleman marries by contract a wife who is fulfilling her duty and does not love his rusticity. Lucien D'Artois promptly hands her half of his fortune and goes to Paris to learn how to be a gentleman. While there he acquires the reputation of being the only man in love with his wife, but runs through his fortune until he is left with one suit of clothes—evening dress. And the rest is the humor. This is playing June 13th and 14th.

A drama powerful in its emotional situation, *The Midnight Sun*, played by Laura La Plante, a Russian Ballet dancer, is coming June 15-16. The picture is characterized by a very beautiful love theme, although the situation is somewhat trite, and the dramatic scenes overacted.

### ART EXHIBITS

On June 21, the day of commencement, the new Fogg Art Museum will have its formal opening with the presentation to the public of a remarkably fine exhibition of works of art, not only those owned by the museum, but many others loaned for the occasion. No pains have been spared to make this a really good show. The collection of nineteenth century and contemporary paintings will be exceptionally good. The late date of opening makes it difficult for many to see this exhibit but it may be possible for those who have to wait for trains in Boston to take advantage of a really unusual opportunity.

## CAMPUS CRITIC

### ART EXHIBIT

The reproductions now on exhibition in the college Art Museum are particularly good illustrations of the progress that has been made recently in the art of reproducing paintings and drawings. As in the case of the reproductions of modern art shown a few months ago, these pictures are extremely fine from a technical point of view and in many cases it is impossible to discern that the picture is a copy and not the actual drawing. In color and reproduction of line and texture this series is little short of marvelous.

The tapestries also are remarkable for their truthness of color and extraordinary indication of stitching and texture. The richness and depth of tone and harmony of color which distinguish the best tapestries are exceedingly difficult to give in a copy since they are the result of time as well as of dyes. The prints in this exhibition are of course very much reduced in size nevertheless the threads and interweaving can be clearly discerned.

The drawings are very interesting in themselves particularly for their variety. Most of them are after the great Italian masters and reveal an infinite variation in technique and con-

ception, from simple straightforward reproductions of things seen, to elaborately stylized and highly finished works of art and notes of the utmost sophistication and simplification. It is interesting to notice that in a considerable number of cases the artist's style of drawing differs very decidedly from his style in painting.

Since a man's drawing often presents a more untraditional phase of his work and since they more simply indicate his major interests and preoccupations this small exhibition of drawings of great masters offers fresh and clarifying insight into their art.

E. H. W.

### ACADEMIC PROCESSION MARKS MORNING CHAPEL OF JUNE 3

The gayer happenings of the last week of classes were offset by the chapel service of Friday, June 3, which was also not without its thrill. It was impressive and stimulating from the academic procession to the exodus of the whole college from the chapel after President Pendleton's fine address.

Interest flamed high twice a year in the degrees and colleges of the faculty, as revealed by their academic gowns. The mass effect is colorful, with the white velvet borders of arts and letters, the scarlet of theology, the purple of laws, the blue of philosophy, the yellow of science, the brown of fine arts and the pink of music matched up variously with the many-colored linings of the hoods. Blue is for Yale, and darker blue for Wellesley, light blue with white chevron is Columbia; Harvard is crimson, Princeton orange with black chevron, University of Pennsylvania red with blue chevron, Williams royal purple, Bryn Mawr maize with white chevron, Cornell carnelian with two white chevrons. The University of Chicago is indicated by a maroon hood, that of New York by violet, Johns Hopkins by black with gold chevron, and Michigan by maize and blue. Dartmouth is green, Mount Holyoke light blue, Amherst purple with white chevron. The one red gown with black velvet beret worn by Miss Clark is from Edinburgh, the ermine hood of Mr. McBride represents Oxford. Behind the faculty came the senior Phi Beta Kappas and Durant and Wellesley Scholars, then came the honor students of the junior and sophomore classes, who, for the first time have been given an honored place in the procession. The entire senior class followed in cap and gown, Mr. Hinners playing the class marching song meanwhile.

Those who have questioned the advisability of public honor for students who should find sufficient reward in the work they accomplish may have frowned upon the added distinction of a prominent place in a procession, but President Pendleton was reassuring in her speech. She emphasized responsibility as proportionate to mental capacity, and stated further that to all of us equally comes the responsibility of using our intellects to the fullest power even in trivial tasks. The high lights of achievement are gratifying, but lesser unrewarded tasks are equally vital. The address was one which could not have failed to have meaning for everyone in the crowded chapel.

### LETTER OF APPRECIATION HAS BEEN RECEIVED FROM JAPAN

Mr. Gordon Boit Wellman, Chairman of the Service Fund, has received a letter from a teacher in Tsuda College, Tokyo, extending appreciation and gratitude to President Pendleton and the rest of the Service Fund Committee for their kindness and generosity.

"My heart is filled with divine hope and joy this Easter afternoon, and I am sure that you too are very happy on this glorious Day. I am especially glad to think that on this special day of the year that I should be writing to you to thank you for the gift. The draft of nine hundred dollars as a gift from the Service Fund to Tsuda College for my salary was received with hearty appreciation. Thank you very much indeed for including the school and me among those honored with the

generous gifts from the Wellesley Service Fund.

You can well imagine what a tower of help such a gift is to our school materially, for, as you know, although Miss Hartshorne has achieved miraculous success in raising part of the building fund in America—thanks to the kind and efficient help of you all, our American friends—the school is still struggling financially, for the endowment fund that will enable us to carry on our work in the new buildings is very hard to raise, and naturally the school finance is much straitened. At such a time to receive such a gift as a full teacher's salary is of immense help. And to think that I should be the very person honored with that salary! I cannot help feeling that I am sent by all Wellesley to do the work here, and this feeling makes my work more consecrated than ever. I have no words that will sufficiently express this heart-felt gratitude. Such a gift, loaded with the love and friendship of each individual of the dear Wellesley community, does not fail to fill me with spiritual inspiration. Indeed it isn't the material help only that I am so deeply thankful for, but it is for this soul-uplifting spirit, symbolized by the gift, which thrills my tremulous soul and leads me to a new determination to do my best in every way. I shall indeed try with my utmost effort to become a truly serviceable woman and thus become a worthy representative of the Alma Mater, for that is the only way, I believe, in which I can express my deep gratitude to Wellesley for the infinite and never-failing guidance.

Hoping that you are having a very good spring term, I am,

Very sincerely yours,  
Yoshi Kasuya."

### THE COLLEGE ATTENDS A RUSSIAN FESTIVITY

(Continued from Page 1, Col. 2)

formance. In passing, we suggest that the bear-trainer feed his animal and sweeten its disposition, though its surly antics caused much amusement among both spectators and actors.

Although Tree Day was celebrated without mishap, the Weather Jinx made one last effort and caused the postponement of step-singing until Monday night.

All the committees are to be congratulated.

### MISS DENNIS MADE DIRECTOR FOR STUDY GROUP IN FRANCE

(Continued from Page 1, Column 1)

Foreign Study Group—week-end and vacation excursions. Also best French operas and plays—average of once a week.

This junior year in France is given full credit toward the baccalaureate degree by all the colleges in the University of Delaware group. Students are carefully chosen on the basis of scholarship, character and personality—must make application before May 15 of the sophomore year.

So far the following have been accepted by Wellesley College, and will sail with Miss Dennis on July 16—Claire Augur, New Bedford; Roxanna Holden, Auburndale; Dorothy Johnston, Chatham, N. J.; Eleanor Moise, Kansas City, Mo.; Mary Alice Smith, Wilkingsburg, Pa.; Ruth Whittredge, Lynn.

Miss Dennis is a graduate of Wellesley (1914) and holds the "Diploma d'Etudes Universitaires" of the Sorbonne. During the war she taught English for one year at the University of Grenoble. She has had several summers of study and travel in Europe and has supervised student tours.

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### "Evening Clothes"

Comedy Pathe News

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Laura La Plante and Pat O'Malley in

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## Out From Dreams and Theories

### TRAINING IN SOCIAL SERVICE HAS FIELD WORK AND SALARY

The following letter is of interest, as it gives in some detail the organization of a course in Social Science, combined with field work, and presents a good example of what a number of associations now offer. Such scholarships carry salaries, and prepare one for excellent positions in Social Service work.

Allice I. Perry Wood.

"When considering the possibilities for next year, working on a salary with chances for a Master's Degree seemed an ideal combination, especially when the work and study are so thoroughly integrated as they are in the School of Applied Social Sciences of Western Reserve University. This School was founded in 1913 when eighteen social and civic agencies of the City of Cleveland presented to Dr. Charles F. Thwing, who was then President of Western Reserve, a petition for the establishment of a department which would give training for social work. Cleveland, which has always been a progressive city in social improvement, was a fertile field in which to plant such a seed. Its character as a great industrial center, with large foreign groups in its population, has always been an advantage in such work. In 1913 it had a well established Associated Charities and a Visiting-Nurse Association, which formed the nucleus around which the School of Applied Social Sciences was established.

Family case workers and public health nurses were the first students of the schools. The faculty of the Department of Sociology of Western Reserve, gave necessary instruction, and had the supervision of work done in the agencies which offered themselves as laboratories in which students could apply the theory they were learning. In family case work, the school now has affiliations with the Red Cross Home Service and the Jewish Social Service Bureau, as well as with the Associated Charities. The School, since its founding, has added two other training courses in child welfare and in group social service. The former has affiliations with the Humane Society and the Children's Bureau of Cleveland; the latter besides connections with a number of social settlements of the City, has a university neighborhood center as its special laboratory. The fact that Cleveland has a strongly established Welfare Federation, has been a great aid to the School.

In 1926-27 one hundred and ninety-nine students were registered in the school. In the last two years, it has attracted students from Peking, Prague, Constantinople, Montreal, Vienna, and Berlin, besides most of the cities of the American States.

There are five Wellesley girls who are taking this course at the present time. Fanny Lister '26 and Mary Rittenhouse '26 are with the Associated Charities in the Electric Building, Prospect Avenue, Cleveland, O. Eleanor Moss '26 is with the group service. Frances Snyder '26 and Jane Mackintosh '24 are with the Cleveland Humane Society in the City Hall. For information any of the girls who are interested, can write to the School or directly to any of the above persons who will be ready and willing to answer any further questions."

Very sincerely yours,

Jane Mackintosh.

### CIVIL SERVICE EXAMINATIONS

Miss Ethel M. Johnson, Assistant Commissioner of the Department of Labor and Industry, State House, Boston, has sent an announcement of the Civil Service Examinations for Clerical positions in Massachusetts. A letter accompanies the announcement, in which Miss Johnson says, "The examination is to establish a list for various positions in the State service, up to the position of Chief Clerk or Secretary." The salaries for clerical services are

to be increased under the re-classification that is now being made. These provide for the principal clerk a range of \$1800 to \$2160, with annual increase of \$120. The statement is posted on the senior bulletin board.

### WELLESLEY GRADUATES FITTED FOR VARIETY OF OCCUPATIONS

At this time of year, when the question of a job becomes very particular and pressing, it may be reassuring to read again a statement made some time ago in this column, which gave a list of occupations which graduates of Wellesley College may and do enter, without further preparation.

1. Social work directly or paid scholarships in which training and field work are combined.
2. Laboratory work in hospitals, government and state departments, universities, manufactures, etc.
3. Economic research in commercial and educational institutions.
4. Statistical work in banks, insurance companies, state institutions, etc.
5. Journalistic and publishing house positions.
6. Executive business positions.
7. Personnel work.
8. Department store work, involving personnel, educational and managerial positions.
9. Clerical work which does not require stenography and typewriting.
10. Library work.

In addition, it may be said that the preparation for occupations which require supplementary training, such as secretarial work, and certain aspects of social work, is materially shortened by a college course in which the major subjects have not been too closely specialized. In the case of secretarial work—an avenue to many types of business and executive positions—a college graduate may obtain adequate preparation in a few months of intensive work.

While the list here given is encouraging, it must be reiterated that such opportunities can be embraced only by those who have shown some wisdom in using the resources of a college curriculum and planned a course rather than drifted aimlessly and looked no further ahead than the schedule for next year.

### POSITIONS AVAILABLE

Details concerning positions mentioned in this column will be forwarded by the Director of the Personnel Bureau in response to inquiry by letter or in office hours, 1 Administration Building. The prefixed number should always be given.

106. A High School and Junior College in California has a vacancy for next year for a combination of composition, public speaking, including director of dramatic productions, and counselor for women. An outstanding woman is required, and the salary will depend upon the training and experience of candidate.

107. A position in a library in an Eastern university. The work to begin this summer. Experience in library work, or training not essential.

108. An assistant in a photographer's studio, near Boston. Experience is not required, but an interest in art is desirable. Work to begin in September. Salary, \$20 to \$25 a week.

109. A tutor at a camp for girls at Conway, N. H. English lessons for one pupil, during July and August. A part time position for someone who is in that vicinity. A personal interview required.

110. An elderly lady, living in a small hotel in New York, wishes a well educated young woman as companion and secretary. Letters are to be written, not typed. Duties will include reading aloud, accompanying the lady, who is somewhat deaf, to meetings and church. Salary \$65 a month.

The New Jersey Synodical Society of the Presbyterian Churches has written to Wellesley asking whether any of our seniors would be interested in work in that organization. The work involves the Headship of eight young people's secretaries, to unite their work and to bring them into close cooperation. The work would involve traveling throughout the state. There is no sal-

ary attached to this office, but traveling expenses will be paid. The requirements are, a member of the Presbyterian Church, residence in New Jersey, and one who is willing to work with older and younger women, and has organizing ability. I should be glad to give fuller information regarding the details of the work.

Allice I. Perry Wood.

### HYGIENE DEPARTMENT REPORTS INTERCLASS LACROSSE GAMES

The following article comes from the Hygiene Department regarding the spring LaCrosse matches.

#### Class Games

1927-28 versus 1929 ended in a win to '27-'28, 4 to 2. Owing to the rain and slippery ground, catching was poor and the game slow. During the first half the play was chiefly among 1927-1928 attacks, but the second half, the game was more evenly divided. 1927-1928 attacks were much quicker in getting through than their opponents, who instead of going to meet passes, waited until the ball reached them, giving their opponents an excellent opportunity of intercepting passes. The marking of both teams was not good, as the defense came off too soon. For 1927-1928, R. Drake and A. Pugh played a very steady game.

1929 versus 1930 ended in a win for 1929, score 6-3. The sophomores were slow in settling down, the game was muddled, the players slow in picking up. The stick work and experience of the sophomores was a disadvantage to the freshmen, who played a very plucky game. They were quick on their feet, but slow in finding passes and making openings. For the freshmen, Kennedy played an excellent game; later Fitzsimmons and Glidden were useful and with more experience should do well.

1927-1928 versus 1930 game ended in a win, 8-1, for the upperclassmen. The game was fast and the play well-divided in the first half. The freshmen were handicapped by not having their captain, Kennedy, playing. In the second half they were obviously outplayed by a superior team. For the upperclassmen, Porter played the best game that she has this season. Worth, Drake and Pugh played well. 1930 is to be congratulated for reaching the standard of play that they have in such a short season.

#### Field Day

The LaCrosse game played on Field Day was a disappointment to the players and to the audience. The game was slow and muddled. The "homes" crowded in on each other, and drew their defense too close to goal. The picking up was poor, and all the players too slow in finding their passes. The game was not up to the season's standard. There was very little outstanding play.

Joyce Cran.

### COLLEGE NOTES

Barbara Bullard, '26, spent last week in Wellesley visiting her mother, Mrs. Bullard of Washington Street.

Virginia Caldwell, '25, visited her sister, Allice Caldwell, '26, now taking the hygiene course, last week-end.

Constance Bishop, '26, visited in Wellesley recently.

As a result of the Press Board try-outs the following members have been elected: Katherine Sterne, '28, Mildred Hartshorn, '29, Helen M. Williams, '30, Marjorie Blaine, Saretta McCrea, and Marion Allen, all of '25, were in Wellesley last week.

President Pendleton entertained Mme. Matsudairo, wife of the Japanese ambassador to the United States, and her two young daughters at luncheon. Among the guests were Mrs. Fannie Furn Andrews, Chairman of the Committee on International Relations of the Boston branch of the A. A. U. W., Mrs. Everett O. Fiske and Miss Sophie C. Hart, also members of that committee; Dean Allice V. Waite; and Miss Caroline Hazard, former president of

(Continued on Page 7, Col. 1)

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### AT WELLESLEY INN

"When dreary without  
Tis cheery within"



## COLLEGE NOTES

(Continued from Page 6, Column 3)

Wellesley. President Comstock of Radcliffe University gave a tea for the visitors at Cambridge in the afternoon.

The students of Yenching College have sent an acknowledgement to the members of the Wellesley Freshman class for their Christmas letters, in the form of calendars.

Mr. and Mrs. Austin Campbell Pendleton announce the marriage of their daughter, Virginia, ('27) to Mr. Paul Wood Frum, in the Congregational Church of Wellesley on June 22.

## ENGAGED

Marion Hunsicker '27, to Mr. Kenneth Stocker, Center College, ex-'27.

## MARRIED

Linda Mitchell, '29, to Mr. Marion Stanford, Harvard, '29.

## IN OTHER COLLEGES

A traditional part of Bowdoin's Commencement festivities is the presentation of a Shakespearean play. This year the Masque and Gown will give *Hamlet*.

The Workshop, dramatic association of Smith, includes many of the faculty as active members. Last week the faculty composed almost the entire cast of Shaw's *Press Cuttings*, one of three one-act plays presented. Independently, the faculty recently gave Handel's *Julius Caesar*.

Students from Bryn Mawr, Mount Holyoke, Smith, Vassar, and Wellesley met a short while ago at Mount Holyoke to read their own poems in an intercollegiate poetry contest.

Plans have been made for the dedication of Yale's memorial to the students and graduates who lost their lives in the World War. The exercises will be held Sunday afternoon, June 19.

Wesleyan will no longer grant degrees of Bachelor of Science and Bachelor of Philosophy, beginning with the class of 1931.

Smith celebrated Float Night, May 27. After crew races the pageant took place, the floats this year representing the titles of songs. This was followed by the climax of the evening, the announcement of the All-Smith Crew. Does it sound familiar?

A splendid collection of rare and valuable books and manuscripts is now on display at the Yale University library, under the auspices of a group of students. Oriental manuscripts of the fifteenth century, a Prayer Book made for Charles II of England, bearing his arms, and editions from the Caxton Press are among the display.

A freshman at the University of Colorado was confined to a sorority house for a week when a quarantine for scarlet fever was declared when he was calling.—*The Daily Nebraskan*.

Wilson College suggests a library of used text-books that could be taken out for a semester, to aid those who cannot afford to buy books, with the Lost and Found as a possible source of supply.

We discover that we have been "taken in." Princeton's announcement that it was to be co-ed appeared in an April Fool number of their paper. We got the news second hand, so perhaps we were not the ones who were taken in, after all.

Madison, Wisc. (By *New Student Service*)—Representatives of practically every walk of community life were present at the University of Wisconsin gymnasium when more than 1000 persons subscribed to a petition asking the Governor of Massachusetts to review the Sacco-Vanzetti case. Several professors, a labor leader, two students

and young Phil La Follette of the distinguished Wisconsin family of political leaders, spoke at the meeting. Delegates from church organizations, women's clubs, student discussion groups, were there, representing 6,069 individuals.

At Haverford the Liberal Club is circulating a similar petition which gained fifty-three signers in a short time. It will be forwarded as soon as the entire student body has been canvassed. *The News*, undergraduate paper, said on April 18th: "The announcement that Judge Thayer has resigned Sacco and Vanzetti to the electric chair seems to represent another page in the annals of judicial murder. . . It is time that something be done." Considerable opposition against the sending of a petition has been met among seniors.

Students at Princeton and Bryn Mawr have also signed petitions urging a review of the celebrated case. In New York a national Sacco-Vanzetti committee has been organized with headquarters at the Bible House. An announcement sponsored by Celia Polisuk, secretary of the Committee, declares that it will work "toward securing justice for Sacco and Vanzetti which means restoring to them their freedom."

## PROFESSOR MACDOUGALL TESTS CHILDREN'S MUSICAL ABILITY

For the past week Professor Macdougall has been in Hartford engaged in a tremendously interesting occupation. Though it was time-taking and rather strenuous, Professor Macdougall says that he found it most pleasurable. It is a project which delights his soul, a progressive idea marking an ever increasing effort to promote interest in music among public school children.

The plan is to have the musical studies made by children outside of school hours approved by examination that the children may be given credit for them. These studies include practical instruction on all varieties of musical instruments. Courses in the theory of music are offered at the High Schools. This plan makes it possible for children to spend time in the study of music, time which they would not have if it were not included in that spent on school work.

The examinations are conducted by someone eminent in the field of music from outside of Hartford. They were held at the Hartford Public High School. About 120 children took the examinations. It was interesting to find about 18 youthful saxophone players, two performers each on the trumpet and the trombone. Professor Macdougall found some very real talent. It was gratifying to find near genius along with this general interest in music.

## AMERICAN COLLEGES DIFFER FROM ENGLISH SAYS MRS. KING

Mrs. Constance M. King, a member of the faculty at Mount Holyoke, who will be at Wellesley next year, in an interesting article in the *Mount Holyoke News*, stated her views on the comparison of English and American Colleges. Her arguments apply not only to Mount Holyoke, but also to Wellesley.

"Perhaps the most surprising feature of an American college, on first acquaintance, was its highly developed organization, apparent in the number of hours required of every student in certain subjects, in the mathematical powers demanded of that patient body of class-advisers, in the unique definition of a college which appeared recently in an advertisement for a teaching agency—'The College is a business organization for supplying higher education.' The importance attached to organization was particularly noticeable in what seemed to be the sharp divisions made and kept between different departments, each one with its own methods and systems clearly worked out. Another result of the same emphasis on organization is the division of each subject into so many sharply defined, freely elective courses, which was bewildering to an English mind. A fundamental difference between the

English and American higher educational systems is the emphasis on specialization in one field in the former and the insistence on a broad general course, including many subjects, in the latter.

But to pass from organization to the living element of the college—the student herself. It does not take long to discover that English and American undergraduates differ consistently in their attitude to work. It has appeared to me that the average English student brings to her work a more serious and more mature mind than the corresponding American college girl. This greater seriousness may be explained by several facts—some in the college routine itself, some in the different background of the English undergraduate. In England the work for a Bachelor's degree is covered in three years instead of four, and, normally, the entrance age to the university is at least eighteen—a considerable number of students entering at the age of twenty or above. Consequently what would correspond to the work of the freshman year is there covered in the last one or two years of high school, and on entering a college or university the average English student would rank with the sophomore here. The seriousness may perhaps be traced to another cause. With interest I discovered that in America 'nearly everybody goes to college'—as the matter was stated to me by more than one enthusiastic freshman. And that fact is significant of both good and bad features in the American educational system. The advantages of a more universal higher education—of which England cannot boast—are obvious. A large number of trained minds in a country should ensure a corresponding number of thinking men and women. But in the same class room with students of fine mental qualities who really love their work are to be found those who are there chiefly because 'everybody goes to college,' because not to be fashionable in that respect is to put oneself at a "social" disadvantage. Lastly the fact that, in general, the American student is far more assured of a firm economic position than the English undergraduate tends to develop in the latter a greater sense of responsibility. In England the universities, with the exception of Oxford and perhaps of Cambridge, attract not the wealthier members of society, but the middle classes, and even the sons and daughters of these who are commonly insulted as the lower classes.

In that matter of first importance to all college students—vacations—a difference can be seen. In America students show great originality in their use of the long summer vacation. They may take up temporary remunerative work—they may travel for two weeks in England and Scotland, a week in Holland, another in France, a fifth in Switzerland, with a glimpse at Italian art in the last few days—or they may go camping in college parties. They do not on the whole seem to study! In England the university student may travel, may earn money, will certainly play a part of the time, but there will always be the serious reading for next year's courses. She probably takes her books with her 'into the country.' At Oxford the short terms are reserved for social activities, sports, conversations which make and remake the world, plays, concerts, and letters, and in the long summer months the Oxford undergraduate takes studying seriously. It is an accepted dictum that the class (first, second, third or fourth) a student gets in the degree examination depends on the way the last summer vacation is spent.

In student life itself an English university differs from an American college in the greater importance it attaches to student government. In England student government is almost absolute in its control of college activities, and in judicial power. So much an established fact has student government become—the basis of the University Guild resting in Acts of Parliament—that it is never even discussed. Intellectually, too, the English student is a much more independent being. The graduate student is responsible

(Continued on Page 8, Col. 1)

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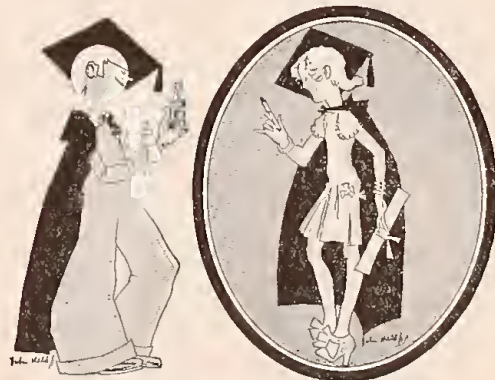
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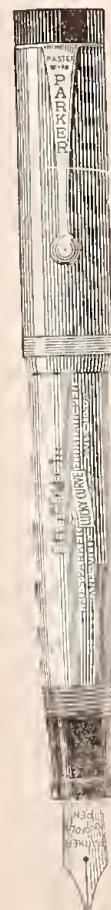
The custom of sending Gifts to Graduates has now been extended by general accord to include those in the lower classes who have manifested sufficient industry to pass their final exams.

To know what to give, one needs but observe the students' own expressions of preference for the Parker Duofold Pen and Pencil.

To have earned the favor of the younger generation is our reward for serving it with studied personal interest. We have lifted the frowns from student brows [among others] by giving the world a writing pair that are inspirations to work with and beauties to possess.

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## ALUMNAE NOTES

## ENGAGED

'25 Mary Eleanor Wilson to Mr. William Adams Telfer, Indiana University '15, M. A. '16, LL.D., Oxford B. A. '25  
'26 Gertrude Marie Holmes to Mr. Victor W. Simons, Rutgers '24, New Brunswick Theological Seminary '27.

## BORN

18 To Louise Crossley Jencks, a son, Davis Crossley, May 21.  
23 To Mary Cooper Jewett, a son, George Frederick, Jr., April 10.

## DIED

'16 Mrs. George T. Greenhalgh, Mother of Helen Greenhalgh Elliot, June 3 at Pawtucket, R. I.  
'25 Mr. Edward Man, father of Evelyn B. Man, May 22, in North Stonington, Conn.  
'26 Mrs. Edmund B. Pellett, mother of Miriam D. Pellett, May 24, at Pater-son, N. J.

## AMERICAN COLLEGES DIFFER FROM ENGLISH, SAYS MRS. KING

(Continued from Page 7, Col. 3)

only to one person for work done well or ill—that is to herself. There is no submitting a thesis to an interested body of class advisers in its various embryonic stages. A very occasional visit to a remote professor makes up the conference hours. The only intimate discussion that takes place between student and faculty is at a long and searching oral examination on the finished thesis which is, in the very letter, 'a piece of original research.' In undergraduate life, too, class advisers, like chaperones, are unknown.

The limitations of each are obvious—the Englishman being often ready to generalize without being perfectly sure of his facts, the American often forgetting that facts are important only as a basis for generalization. Unfortunately it is seldom that the ideal of either system is attained. In America one notices especially the diverse functions a university or even a single college course is expected to fulfil—from the training of a potential Nobel prize-winner down to the superficial polishing of a high school miss setting out for 'social success.'"

## UNIVERSITIES FIND FILMS A GOOD MEANS OF ADVERTISING

Although educators are still testing the class room value of the motion picture, American universities have definitely turned to the movies as an effective means of securing financial support, further expansion of programs, holding the interest of alumni, attracting new students and creating general interest in their institutions, is declared as the finding of a survey made by Herbert L. Connelly, alumni secretary of Wesleyan Universities, Middletown, Conn., the results of which are announced in June *Amateur Movie Makers*, the official magazine of the Amateur Cinema League.

Fifty-seven great schools have already produced movies to advertise their advantages or aid in the promotion of various plans, and twenty more are getting similar programs under way, the survey disclosed. Upwards of 90,000 feet of collegiate motion picture film is already in constant use, a large part of this film having been produced on an amateur basis with amateur equipment. Sixteen universities have produced complete scenarios and the others have filmed athletic events, campus scenes, alumni reunions, faculty members and special events.

"Thus the campus mountain has actually come to the graduate Mohamet and another miracle of the movies is recorded," the article entitled "The Traveling Campus" states. "By this magic carpet the most venerable buildings, the most ancient oaks and sycamores and the most firmly imbedded faculty members have become mobile. Alumni are actually kept in visual communication with the changing conditions and increasing needs of their schools. Prospective pupils get first-hand, or at least first-eye, information about the college they are consider-

ing. The institutions themselves by exchange of films may modestly herald their rival achievements. Eventually these films will find their way into the amateur libraries, and the absurd conceptions of college life which are held by many Americans will give way to a realistic picture of what collegians are doing. They are telling the story of higher education in the most simple fashion and by a means which has the most general appeal."

## 1928 WINS SONG COMPETITION WITH ORIGINAL NEGRO MELODY

The Juniors placed another star in their crown of glory with the Song Competition, May 31. "Roll Waban," a negro spiritual, easily outshone the original efforts of the other classes, although all were clever.

With great fervor the singers duplicated the old negro rhythms in this Wellesley adaptation. "Good Old Waban," the wide-world's terrors, and the Dean versus us were featured. Several very lovely chords were combined with amusing words to form a convincing and attractive imitation. Polly Florsheim, Jean Caulfield, and Sally Loomis received Mr. Macdougall's prize of \$10.

Marching toward the steps the class of '27 effectively presented its song. The sophomores explained at some length and with excellent illustrations the faults oftenest found in step-singing. "Boost Wellesley" seemed the ideal of 1930 as they justified and defended the college against the claims of various cities. All the songs were well delivered.

The prize of \$25 went to 1928 for the rendering of the Competition Song. The Juniors attempted no variations upon the original as the other classes did, and their simple presentation was best. But, as the judge admitted, the decision was difficult and the award closely contested.

## SINGING CONTEST TO BE HELD BY ATWATER KENT FOUNDATION

Schools, colleges, musical clubs and non-professional young singers everywhere will be deeply interested in an announcement just made by the Atwater Kent Foundation of Philadelphia. Plans for a nation-wide "Audition," to discover the best voices in the country and to award substantial prizes of money and tuition, are revealed, with the suggestion that civic clubs in each town, musical clubs and conservatories participate by putting forward their best talent.

The Foundation is organizing each state, by arranging with some musical or civic organization in each to manage a state Audition. This will begin in each local community, where the two best singers—one young man and one young woman—will be selected by competition. These will be sent to a central point in the state, where an "Audition," or singing contest, will be conducted "on the air" by a broadcasting station. Thus two winners for that state will be selected—one of each sex.

From this point the Foundation assumes all management and expense. It has divided the country into five districts and will hold a "district audition" on the air in each, participated in by the two winners from each state in that district. Railroad fare, entertainment, hotel bills, etc., of state winners to the district Auditions will be paid by the Foundation.

Two winners from each district—one of each sex—will be selected, making ten contestants for the final, National Audition. These will be taken to New York at the expense of the Foundation, entertained there and put on the air for a final competition over a national network of broadcasting stations. Each of the ten will get a prize.

The two winners of first place in the National Audition—a man and a woman—will each receive a gold decoration, \$5,000 in cash and two years' tuition in a leading American conservatory.

Winners of second prize will each

receive \$2,000 in cash and one year's tuition. Winners of third prizes will each receive \$1,000 cash and one year's tuition. Winners of fourth prizes will each receive \$500 cash. Winners of fifth prizes will each receive \$250 cash.

The principal qualifications for contestants are as follows:

They must not be over 25 years old; must never have been associated with a professional theatrical or operatic company; must never have been a paid principal in any concert held outside their own states; must declare an intention to follow a musical career and must be free from theatrical or musical contracts.

This limitation permits choir singers to enter the auditions, even though they may have received financial compensation for singing in churches. Other groups from which entries are anticipated are students in musical schools and locally prominent singers in high schools and colleges.

## SOCIETY PLANS FOR 1927-28 ARE ANNOUNCED BY CHAIRMAN

For the year 1927-28 the Agora plans to study the Youth Movement, emphasizing its various manifestations in different countries. The scope of the work will cover the origin, purpose and history of the movement, special attention being placed upon the attitude of the United States. The programs for the year will include plays and talks upon the subject.

Society Alpha Kappa Chi studies Greek and Latin literature, art and music. This year dramatizations of the *Odyssey* have been given at the program meetings. An interesting comparison of the original and Erskine's *Helen of Troy* was made in one program meeting. The work this year culminated in a dramatization of *Odysseus and Nausica* with Greek games and dances.

The work of Phi Sigma for next year will be a study of the folk-lore of France. The old legends will be acted at the program meetings and at Christmas time an original masque written by one of the members will be presented.

The work of the Shakespeare Society is the study of the plays of Master William Shakespeare. Selected scenes are presented at the program meetings and a full play is given out-of-doors at the Semi-Open Meeting. This year the plays chosen for work were comedies.

Tau Zeta Epsilon studies the art and music of one country during a limited period. This year the painters and musicians of eighteenth and nineteenth century England were chosen and at the program meetings the members presented and discussed "living pictures," copying those of Gainsborough, Burne-Jones and others. The period and country to be studied next year have not yet been selected.

Society Zeta Alpha plans to continue in 1927-28 its study of the year past, modern American drama. The only change will be that the study will not be confined to one act plays but will include the wider range and richer material of contemporary three act plays by American authors. Acts from various plays will be presented at the program meetings and a three-act play will be given at the Semi-Open Meeting in the Spring.

## COMPOSITION CLASS CONCOCTS CLEVER COMPOSITE CREATION

On the title page of the new novel that is almost completed at Birmingham-Southern University will be the names of eighteen students of the English composition class. The class collaborated on this novel which is being written as a regular part of the course.

Eighteen different students wrote the twenty-three chapters of the novel. As may be imagined, it was not easy to concoct a uniformly written and coherent novel from the hands of so many amateur writers. Most of the action takes place in Birmingham in a district familiar to all the writers.

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